

Billinge Chapel End Primary School & Nursery



Pupil Premium-2017-18

The school is allocated additional funding for those pupils in receipt of free school meals which is referred to as Pupil Premium. Additional Pupil Premium is also allocated to 'Looked After' Children and Service children.

Approximately 20% of pupils have been eligible for Free School Meals in the last 6 years.

Principles

- We aim to ensure that all pupils make good progress.
- Appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being vulnerable or socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

The range of provision the Governors may consider include:

- improving the adult:child ratio in classes,
- providing small group work with an experienced teacher/ teaching assistant focussed on overcoming gaps in learning.
- providing 1-1 support in specific aspects of English and/or Maths.
- providing structured reading or numeracy support to target identified need and develop a love of learning.
- additional teaching and learning opportunities provided through trained TAs or external agencies.

All our work through the pupil premium will be aimed at moving children towards age related expectations and/or accelerating progress. Predominantly, this will be in Literacy and Numeracy but support will also be put in place to develop aspirations, self-esteem and develop social skills to facilitate learning. Pupil premium resources may also be used to target able children who are socially disadvantaged to achieve higher levels at the end of each key stage.

The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

The PPG Allocation for 2015/16 was: £65,560

The PPG Allocation for 2016/17 is: £63,010

The PPG Allocation for 2017/18 is: £54,120

At Chapel End the Governors target the PPG to facilitate:

Supporting learning through programmes delivered to individual or small groups for those children who require a boost to their learning in order to reach their potential. Learning Support Assistants deliver a variety of interventions or work with small groups of children requiring specific support. These groups contain many children currently on the code of practice. children on FSM currently receive interventions or small group support.

BARRIERS TO LEARNING AT OUR SCHOOL

Typically, the children at our school face the following barriers to learning: • Learning Behaviours - lack of resilience, confidence and endurance • Low Aspirations • Social and Emotional Behavioural Difficulties • Mental Health needs. We will ensure that our allocation of pupil premium spending addresses these barriers directly to ensure that disadvantaged children and others are able to reach their full potential.

SCHOOL POLICY

The Head Teacher and governing body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

ACCOUNTABILITY

The Head Teacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium. An Audit of Impact is completed at the end of the academic year and all updates are shared with the Governing body via Full Governors and Committees. Chapel End strategy for Pupil Premium is delivered in three main ways: - 1. The intervention wave of support for the Pupil Premium is to ensure pupils make accelerated progress both academically and socially. 2. The enabling wave of support for Pupil Premium is based on pupils accessing up to date equipment and technological resources to increase the motivation of the pupils thus addressing the barrier to learning of low aspirations which we often face. This wave also enables pupils to take part in school life such as extended school activities and trips, again addressing the low aspirational element of our most common barriers

to learning. 3. The professional wave of support for Pupil Premium is based upon staff receiving regular training and where appropriate providing additional staff (experts in a specific area) for pupils to access. This addresses all three of our most commonly identified barriers to learning.

STATISTICS 2017/18

We currently have: 41 Pupil Premium pupils in school, with an entitlement of £1320. Two Looked After Children in school, with an entitlement of £1900. The school has looked carefully at the needs of each pupil and has decided to use the following intervention strategies:

- additional TA's to support English and Maths teaching in all year groups. There will be a particular focus on the more able pupils who are entitled to PP funding.
- Access to TA support for - Vulnerable children to access to ensure accelerated progress takes place both academically and in terms of children's social and emotional development and closing the gap - ensuring the needs of disadvantaged and vulnerable pupils are met in an holistic way.
- EWO service level agreement and Attendance certificates - Attendance motivation - improved attendance and progress due to more time in school. This action directly addresses the low aspirational element of our most common barriers to learning. Additional financial support provided for attendance at After school Clubs, Breakfast club to improve punctuality and attendance.

From Reception to Year 6 we have provided Learning Support Assistants to work with the lower ability sets in each group during Literacy and Numeracy. These sets include many children on FSM who do not have an Individual Education Plan but who do benefit from smaller adult: child ratios.

Provide specific resources for children such as Beat Dyslexia, Speed Sounds and Theodorescu handwriting programmes.

Increasing access for vulnerable children to access extracurricular provision e.g. Breakfast Club, Buzz Club.

Supporting children's learning in the classroom by ensuring that class sizes are as low as possible.

Supporting families in getting their child into school regularly and on time.

Purchase of learning materials (eg revision guides)

Priority access to Homework/ reading clubs

There is a provision map for every child eligible for PPG funding which details what additional or enhanced provision they receive and how often they receive it. This provision map also details the rate of progress and attainment at any given assessment point.

Impact

In the **2016/17 Year 6 cohort** there were 10 out of 50 children eligible for PPG.

***Important Note: Of these 10 children 3 were also on the SEN register.**

Attainment

Reading

60 % achieved the expected standard .20% achieved the higher standard

Writing

70% achieved the expected standard . 20% achieved the higher standard

Maths

60 % achieved the expected standard .20% achieved the higher standard

In the cohorts which are not yet at the end of their primary education, the vast majority of children accessing pupil premium are closely monitored to ensure they are fulfilling their potential and have every opportunity to achieve as well as those not accessing pupil premium.

Summary from Provision map -All Cohorts at the end of 2016-17

Reception

Of the three children who were in Reception all made progress and two are working at or above ARE in Reading, Writing and Maths. One of these children was also on the Code of Practice (SEN).

Year 1

Of the six children who were in Year 1 all made progress and two are working at or above ARE in Reading, Writing and Maths. Two of these children were also on the Code of Practice (SEN).

Year 2

Of the four children who were in Year 2 all made progress and two are working at or above ARE in Reading, Writing and Maths. Two of these children were also on the Code of Practice (SEN).

Year 3

Of the seven children who were in Year 3 all made progress and all are working at or above ARE in Reading, Writing and Maths.

Year 4

Of the two children who were in Year 4 both made progress although neither are working at or above ARE in Reading, Writing and Maths. Both of these children were also on the Code of Practice (SEN).

Year 5

Of the 12 children who were in Year 5 all made progress and six are working at or above ARE in Reading, Writing and Maths. five of these children were also on the Code of Practice (SEN).